R E P O R T R E S U M E S

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INSTRUCTIONAL TELEVISION IN GERMANY.
INTERNATIONAL CENTRAL INST. FOR YOUTH AND EDUC. TV
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DISCUSSIONS HELD AT THE BERLIN CONGRESS ON INSTRUCTIONAL AND EDUCATIONAL TELEVISION (SEPTEMBER 27-29, 1966) ARE BRIEFLY SUMMARIZED. THIS DOCUMENT ALSO LISTS RESEARCH PROJECTS IN INSTRUCTIONAL TELEVISION IN GERMANY, DESCRIBES THE BAVARIAN RADIO INSTRUCTIONAL TELEVISION PROGRAM, SUMMARIZES THE OPINIONS OF THE GERMAN PRESS ON INSTRUCTIONAL TELEVISION, AND GIVES ABSTRACTS OF NINE DOCUMENTS SHOWING THE DEVELOPMENT OF INSTRUCTIONAL TELEVISION. (MS)

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INSTRUCTIONAL TELEVISION

IN

GERMANY

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DEFINITIONS

I. Under Instructional Television is understood television geared toward use mainly in the school, as support and enrichment of the planned lesson. The producer is the Television Corporation.

II. Under Educational Television is understood television to be used for educational purposes for the general public, not geared to fit a specific lesson plan. The Bavarian Instructional Television is a division of the Bavarian Educational Television. The Television Corporation is the producer.

III. Under Closed Circuit Television is understood television "for the school by the school" in other words, various classes joined together by a cable for a common lesson. The school is the producer. Closed Circuit Television is actually a technical term classifying television transmitted by cable within a limited area. It is often used in industry, hospitals and universities, where many people are to be observed or many people are to observe a common thing.

B E R L I N C O N G R E S S

ON

INSTRUCTIONAL AND EDUCATIONAL TELEVISION

September 27-29, 1966

BERLIN CONGRESS OF INSTRUCTIONAL AND EDUCATIONAL TELEVISION

Purpose of the Congress

The Berlin Congress gathered together experts from a variety of fields, who under normal circumstances would hardly have a chance to meet and discuss "Instructional and Educational Television". The Berlin Congress dealt with one of the great concerns of our time, the co-operation between technology and pedagogy in view of economic and cultural political principles. Various solutions were sought within the realm of television.

The Congress consisted of lectures, work groups and an exhibition. Work Group II concerned itself with Instructional Television. The following points developed out of the discussion:

I. Can Instructional Television act as a substitute for the teacher? Instructional Television can never replace a teacher, it will take over certain tasks, which a normal teacher can only partially fulfill; subjects such as political science and natural science or experiments which may be too difficult or dangerous for the teacher to carry out in the class.

II. The methodic-didactic requirements of an Instructional Television program were once again brought forth: the beginning to awaken motivation, clear steps, necessary pauses, articulation of the goals to be attained and the dramaturgical line. It was clear that the methodic demands alone were not sufficient for the creation of a program. Necessary is the intergration of experts in the field with methodic-psychological, aesthetic and technical aspects.

III. There was intense discussion on the amount of material to be covered in one program. Over crowding, through mere addition, is to be avoided, on the other hand, the reduction of a program on to mere, dry, simple grounds is neither fitting to the television medium nor to the childs process of learning. A certain amount of selection will always be left up to the child. Important only is that motivating forces allow the basic outline to be brought forth again and again.

IV. Can the dialogue of a good lesson be maintained with the use of Instructional Television ?
The program will give the pupil stimuli, which will lead to discussion.

V. The importance of the use of the teacher in the production of Instructional Television programs was emphasized. Technology by no means replaces the teacher, but is at his service. This should be emphasized in all phases of teacher training and extension courses for teachers.

VI. There must be further development in teacher and learning aids in connection with Instructional Television. The television will distribute materials among the teachers, but it is up to them to use them properly. It was found unfeasible to give the pupil learning aids. The freedom of the teacher remains undisputed, but it is necessary that more materials concerned with method and suggestions be made available to him.

Instructional Television and Educational Television Program Projects in Germany

As of September 1964 the Bavarian Radio is transmitting an Educational Television program, including an independent Instructional Television program. As of October 1964 the Hessian Radio and after January 1965 the North German Radio, together with the Radio Free Berlin and Radio Bremen, are transmitting a third program - Educational Television program. As of April 1966 the West German Radio is transmitting experimental programs from the Third West German Radio; after January 1967 the regular program will be transmitted.

Program Plans

A. General	No.	Television Corp. Names
1. Working on Instructional and Educational Television projects	9	BR, HR, NDR, RB, SRD, SR, SFB, WDR, ZDF
2. Having to do with		
a. Instructional Television	5	BR, RB, SR, SFB, WDR
b. Educational Television	8	BR, HR, NDR, SDR, SR, SFB, WDR, ZDF
c. both	4	BR, SR, SFB, WDR
3. The program is being		
a. conceived	9	BR, HR, NDR, RB, SDR, SR, SFB, WDR, ZDF
b. functioning	6	SFB, WDR, ZDF, NDR, HR, BR

90% of the television corporations in Germany foresee as of 1966 or later, projects or extension of already existing ones, which should aid in furthering Instructional Television and Adult Education.

Abbreviations:

BR - Bavarian Radio
HR - Hessian Radio
NDR- North German Radio
RB - Radio Bremen
SR - Saarland Radio
SFB - Radio Free Berlin
SDR - South German Radio
WDR - West German Radio
ZDF - Second German Television

B. Instructional Television

1. Program conception and planning

In so far as a program conception exists, it is divided into three equal parts.

a. series fitting into the lesson plan

b. individual weekly programs

c. individual programs explaining a specific point

An equal balance between the following programs will be attempted

a. enrichment programs

b. teaching units (courses, training)

Subject emphasis lies, that is, should lie in the following areas:

Natural Science
History
Current History
Politics
Art
Literature
Languages

20% of these programs can be characterized as current. Aside from a time and content orientation, the program selection will be determined according to objective, current needs (educational) as well as technical aspects determined by television.

The future participation of Instructional Television programs within Educational Television varies with each station between 10% and 25%.

2/3 of the Corporations plan the Instructional Television programs one year ahead of time, 1/3 plan it for shorter periods of time.

Whereas most of the programs are financed by the Corporations themselves, some attempt the financing through grants and public means.

2. Co-operation with Educators

The program planning is done by the Corporations, whereby two Corporations work together with the school administration, School and Parents Council. Co-operation of teachers and educators is planned for all programs; in some cases as consultants, in others through direct help.

Almost all programs are sent out before class use for the teacher to preview.

All Corporations put out monthly booklets or some other form of supplementary materials to aid the teacher in preparation. All Corporations plan evaluations together with teachers, some are already carrying this out.

RESEARCH PROJECTS IN THE FIELD OF INSTRUCTIONAL TELEVISION IN GERMANY

Institution	Themes	Goals
Heidelberg, School of Education - University	Educational possibilities of television	Critical testing of previous experiments
Munich, Institute for Journalism - University	The role of the media with children	Special investigation to research the effect of mass communication media
Munich, German Youth Institute	Lesson film in television	Changed attitudes of children and teachers toward films in school and on television
Munich, School of Education	Instructional Television as an aid for professional guidance	Researching the influence of television
Neuß, School of Education	Programmed Instruction in Biology	Rationalization of the educational process improvement of educational chances
Ruhr, School of Education	Local history, educational possibilities of television	To influence the teachers use of television and the Corporations use of television
Trier, School of Education	Studies: pedagogic effect and pedagogic use of television	Possibilities of influence through Mass Communication
Würzburg, School of Education	Place of Instructional Television in the elementary school	Familiarization of those who study, with Instructional Television

B A V A R I A N R A D I O

INSTRUCTIONAL TELEVISION

The Bavarian Radio Instructional Television program is the only one of its kind at the moment in Germany. The Instructional Television Monthly Booklet and the Years Preview will give an idea of the work of this division.

A few statistics on the results of the Instructional Television based on teachers response:

I.	Instructional Television Monthly Booklet	73%	find it good
		23%	medium
		3%	bad
II.	Integration of the programs in the curriculus	52%	Sept.'65 positive reaction
		60%	Oct.'65
		67%	Nov.'65
III.	Gain in learning through television	64%	great gain
		18%	medium
		16%	slight
IV.	Meets receptive capacity of the pupil	92%	well
		7%	medium
V.	Pupil interest	70%	strong
		28%	medium
		1%	slight

A discussion group has been formed to discuss the problems of Instructional Television. Once a month a program from the Bavarian Radio Instructional Television is reviewed. The editors and authors of the program take part discussing content, technical, dramaturgical and educational problems.*

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* Further information about these discussion groups can be obtained through the Pädagogische Arbeitsstätte, 8 München 22, Herrnstrasse 19

BAVARIAN RADIO INSTRUCTIONAL TELEVISION BOOKLET

This booklet is issued every month to give the teacher more detailed information about the programs listed on the Years Schedule. It contains first, an article concerning some area of Instructional Television (in this booklet, "About Television in the Schoolroom"), followed by a summary of each individual program, noting also its level. For example:

"From Alchemie to Chemistry" - suited for the upper classes of High School

A. Content: Summary

B. Suggestions:

1. tells the teacher what preparations he might have to make

2. suggested questions and points to be stressed

The booklet includes also a poster with pictures extracted from various programs.

At the end is a list of publications in the field of Television.

On the last page is a list of words and terms which might need explanation.

The format of each booklet is the same.

Pictures 1 - 4 of this booklet show possible seating arrangements for a class using television. Number 4 is found to be the best solution. The set is placed at an angle so that outside light will not disturb the pupils eyes. The set should be placed high enough so that those sitting in front do not cover the screen for those in the back.

EXPLANATION OF THE BAVARIAN RADIO INSTRUCTIONAL TELEVISION YEARS SCHEDULE

Instructional Television within the Educational Television Program of the Bavarian Broadcasting Corporation - Survey of the Year 1965/66 -

Programs sent for the first time are marked with a red line. The year is divided into Trimesters, marked with roman numerals.

A. In the first grey division time and date are indicated
B. To the far right is an indication of the subjects for which the program is suited.
C. The date and time are indicated
D. W = repetition
E. Next to the program title are roman numerals indicating the age level for which the program is suited.

I = 9 - 11 year olds
II = 12- 14 year olds
III = 15- 19 year olds

FROM THE FIRST BAVARIAN INSTRUCTIONAL TELEVISION BOOKLET - 1/64

Thoughts on an Instructional Television Methodic - Horibert Heinrichs
(Summary)

Careful planning and thought are necessary both by the school and Television Corporation in order to produce a successful Instructional Television Program. The first television experiments in 1961/1962 showed, that unfortunately a pedagogical agreement between the School and Television was not present at the time, and that the school was unprepared as to the methods of using television.

The school must from the very beginning understand that television is not a substitute for the teacher, but is merely a teaching aid, therefore dependent on the teacher through the "follow-up" work for the quality of the results. Instructional Television is to enlarge the lesson, give it greater depth, it wants to be a window to the world, dynamic and true to reality, flexible and grasping. It necessitates, therefore, a new form of preparation, evaluation and use.

Since the curriculum and the program schedule cannot be coordinated, the teacher will have to select those programs which fit into his lesson plan. The teacher should plan together with his pupils, consulting them as to program choice. It is nonsense to use a program just because it might be interesting, if it does not fit into the lesson plan. The right choice is the important thing; this is a good opportunity to educate children in their own proper use and selection of programs viewed during their free time. In order to choose a program for class use the teacher must decide on the purpose for which it is to be used.

1. Should the entire class see it and then combine it with a lesson ?
2. Should it be viewed by a group or a division and later discussed?
3. Should it be viewed by special students to support a particular interest?
4. Should it be given as homework ?

One day, when an economical machine for copying programs is developed, the program can be copied and then saved for a time which is perhaps more suitable.
The structure of an Instructional Television Methodology can be divided under three headings: Preparation - Reception - Evaluation.

Preparation: The teacher should be familiar with the subject to be viewed so that he may foresee any difficulties or questions which might arise from the program. To leave a program to "good luck" is irresponsible. The only exception is a news reel.
The instructional film is antiquated rapidly. Instructional television can, through its didactic flexibility, keep up with the newest forms of life and technology. It is exactly this current character which causes the school great problems: current events equal activity, unpredictable contemporaneity. It requires of the teacher not only understanding, but quick, clear interpretation, digestion, an excellent grasp of material and ability to survey quickly.

Reception: Instructional Television demands of the pupil undivided attention, because of the rapidity characteristic of the medium. Television demands more than a receptive attitude, it demands active participation.
One can make a long list of disturbances which should be avoided. Above all, outside disturbances should be avoided.
It is questionable if pupils should take notes during a program, because this necessitates looking away from the screen, during which time something might be missed. If pupils want to take notes, they should learn to abbreviate and write in a keyword form. If numbers are to be remembered it might be a good idea to have a tape recorder follow the program recording the data. Needless to say, punctuality is important. The program is useless without a beginning or end.

Evaluation: Each program should be discusses at its conclusion. Nothing would be more terrible than the pupils knowledge that at the end they must write a summary of contents. The contents should be a starting point for discussion, "follow-up" work, group work or analysis. The teacher must think out if the program material 1. fits into the theme at hand, 2. introduces a new subject,

3. is to be used as a climax of the lesson, 4. as conclusion of a lesson, 5. as confrontation with a current event, 6. occasion to loosen up a lesson.

FROM THE PRESS

SUMMARIZED FROM THE PRESS

Finance is one of the greatest problems facing Instructional Television. An article in the Deutsche Tagespost makes the following suggestion based on the model of the ARD Commercial Television: "The idea is to create a non-profit pool of programs with free exchange between stations".

The newspaper articles can be divided into two categories, those dealing with opinion on the subject Instructional Television and those reporting developments in the area of Instructional Television.

Opinion on the subject Instructional Television

FOR Instructional Television

1. enriches the class
2. supplements the class
3. good influence on the childrens use of their mother tongue - they hear only correct speech
4. with its financial means Instructional Television can present more things than the school could by itself - experiments - current events
5. aid to the non-specialized teacher
6. some say it is an aid for the teacher shortage, this is, however, not the purpose of Instructional Television
7. its strongest points are current events and political education

AGAINST Instructional Television

1. causes tiredness which then influences school performance
2. too much television disturbs childs sleep
3. causes memory weakness
4. endangers the childs fantasy
5. leads to conformity
6. weakens the childs own ambitions
7. reduces the desire to educate oneself
8. weakens the teachers authority, "...but the television said..."

9. supports purely receptive behavior
10. spoils the student and makes the normal class still more boring
11. destroys teacher pupil contact
12. more stimulants in an environment already overcrowded with stimulation ("Reizüberflutung")

The strongest fear is that of over stimulation ("Reizüberflutung") in an already stimulant crowded environment. Franz Thomae comments on this fear: Criticism has it that not the eyes and ears of children should be stimulated, but their intellect - but how is the brain influenced if not through the senses?! Todays Schools are not in the Middle Ages, where knowledge was purely "academic".

STATISTICS

28% between the ages of 2-16 **watch** television in Germany - circa 1/5 of all viewers.

Memory-Test: 40%-50% seen on Instructional Television is remembered for more than one year.

Developments in the area of Instructional Television

The most important experiment to take place in the area of Instructional Television in Germany was carried out by the Nord-Deutscher Rundfunk and taken over by several other Television Networks. These experiments were conducted in two instalments, the first between October 23 and November 11, 1961 and the second between June 18-23, 1962. Responsible for evaluating the results was Horibert Heinrichs. Purpose of the first experiment was to study the teachers reactions to Instructional Television and the second experiment was to study the students reactions. The general purpose of these experiments was to see the basic reaction to Instructional Television, formation of programs and proper methods and aid which can be used in television. Noticeable methodical uncertainties were noticed on the receiver side, showing that the time was not yet ripe for the use of Instructional Television. The schools will have to develop methods for use and train their teachers in these methods before Instructional Television can successfully be used. (For a summary of the results of these experiments see the article by Hans Presko, page 27).

Closed Circuit Television

In 1964 Horibert Heinrichs conducted a 14 day experiment in the use of Closed Circuit Television - the so-called Hannover Experiment - six schools shared a lesson. The results were as follows:

I. Advantages:
   a. the best teachers can be used for more pupils
   b. may possibly help a teacher shortage

II. Pupil Reaction:
   a. did not have the feeling the teacher spoke to them
   b. teacher tends to speak too much to his own class, forgetting those on the screen in front of him
   c. felt the teacher was sometimes close, sometimes miles away
   d. one should be able to exchange with the transmitting class, because it is too strenuous to sit and watch television the entire day
   e. "If no teacher were in the class I would fall asleep!"
   f. "If I had no teacher in the classroom I would talk!"
   g. children expect more than just an impersonal hour

III. Heinrichs reports:
   a. children accustom themselves rapidly to television in the class
   b. children grow tired from looking at television for long periods of time
   c. Closed Circuit Television requires certain skills beyond the normal teaching routine
   d. Television is a stage, to transmit normal lessons from one class to the other is not enough
   e. C losed Circuit Television is not a competition for Instructional Television

ABSTRACTS

(from the Documentation Department of
The International Central Institute for
Youth and Educational Television)

SHOWING THE DEVELOPMENT OF

IBSTRUCTIONAL TELEVISION

Sgoff-Schlager
Instructional Television and Creativity
in: Jugend-Film-Fernsehen 10 (1966) 2, page 103-109

Report on drawing and handicraft in Instructional Television. The fleeting nature of the picture forces on the one hand the child to follow quickly, on the other, activities which could at the same time be free, are repressed.

At the end of every programme the child should have some creative task before him to force him to recapitulate what he saw, thus deepening his impressions. Drawing and painting are of particular value for children of a lower ability.

Wrede, Otto
Instructional Television - Facts and Thoughts
in: Welt der Schule, 18 (1965) 5, page 193-199

The author explains the Bavarian Instructional Television years programme. Out of 114 broadcasts 86.8% were in the fields of History, Current Events, Social Studies, Local History, Geography and Natural Science. Religion was presented in only one programme, as was German. Both these subjects should receive more attention in the future. Most of the broadcasts divided themselves equally among the three school levels and special attention was given to the 11-14 year olds, because their age group is particularly keen on knowledge. Each programme is sent out three times: the first time in the morning at 8:50, the second time, on the same day at 19 o'clock and half a week later, for the third time at 11:35. The teacher has no opportunity to preview the programme before he views it together with his pupils. Since there exists as yet no method of "conserving" programmes and various subjects are programmed for specific days of the week, the schools using Instructional Television must organize their classes in such a way as to fit the television schedule. Unfortunately, it is not always clear in the programme preview booklet and list, which programmes are suited for what fields. Therefore, in the future, next to the title of the programme will be an abbreviation of the subject for which it is suited. At the end of his article the author gives an example of the questionnaire the Bavarian Radio sent to find out which programmes are received by the teachers and pupils.

QUESTIONNAIRE SENT OUT TO TEACHERS USING TELEVISION IN THEIR CLASSES

Title of the Programme:
Date of the Programme:
Area:
Type of school:
Which classes saw the programme:
Technical reception:
tone:
picture:

Were the suggestions for the preparation of the programme useful?	yes slight no
Did the programme fit into your schedule?	well medium poorly
When was the programme used in your lesson?	beginning middle end
How would you rate the gain through the programme?	great slight none
Did the programme fit the level of your pupils ?	yes no
What was the rate of pupil interest?	strong medium weak

Comments:

Ruland, Max
Basic Considerations About Instructional Television
in: Die Bayerische Schule 17 (1964) 26, page 395-396

The author reports on the first attempt toward the development of the Bavarian Radio Instructional Television; conceptions and beginnings. The joint effort of the radio and teachers resulted in a co-operative coordination of time and curriculum plans (with special regard to the elementary school) in this way, among others, is a jeopardy of the teachers position avoided.
The temporal and technical limitations, which still exist, make it necessary for the programmes to be suitable for various types of schools and classes. This results in programmes with multipurpose themes. These mixed forms will, however, eventually be eliminated.

The themes covered correspond to the wishes of the educators on Instructional Television. The possibilities stem from current information series on nature and culture to social studies and political matters (actualization and "enrichment").

At present the methodology of Instructional Television is by no means solved. For a purposeful methodic-didactic beginning, certain mechanisms first have to be formed.

In addition, the author deals with the relation between Instructional Television and the School Film, dismissing the feared competition between the two. These two media will work together in such a way that the advantages of the one will make up for the weaknesses of the other (schedule bound, particular contents, availability). The inherent traits of both media offer by themselves a logic al differentiation of themes. Television is most suited for current, specific and regional orientation: the School Film leans more toward principles, generalities and supra-regional orientation.

Gier, Heinz
Is Instructional Television Advantageous for the School ?
in : Pädagogische Rundschau 18 (1964) 10, page 1030-36

The authos draws out certain points from the problem area of didactics, so that he may once again look at it from the aspect of the new teaching aid, television. He warns again conclusions drawn from the negative effect of general television, factors outside the realm of pedagogy are determinant, whereas, Instructional Television is "intentionally conceived" and, aside from this, the receiving situation is different. He approves of Instructional Television under the condition that it strive toward its own educationally relevant forms and that it hold a place in the lesson fitting to its structure. Here one can look at experiences from abroad.
The author studies the reasons for the hesitancy in using technical teaching aids in the school, which stem from a lack of understanding for the didactic possibilities and in the still lacking assimilation between traditional and technical teaching aids. Gier then continues to answer the question whether Instructional Television can satisfy the demands of the visual principles of television. These demands can be satisfied if they stem from a pedagogic responsibility, which awakens the spontaneity and activity of the pupil and contributes toward his judgement of values, self-realization and self-education. In conclusion the autho makes the following demands on Instructional Television: the selection of material should be suited to the medium and confine itself to pedagogic requirements; the various programmes should be graded according to age group, clear, clearly arranged and relevant, facilitating an approach to reality and making possible a search for "truth".

Bibliographical Notes.

Kopp, Ferdinand
Instructional Television - We Too
in: Pädagogische Welt 18 (1964) 11, pg. 580-586

The editor discusses the contradictory opinions concerning Instructional Television and its educational value and summarizes that the school of today can hardly afford to hastily reject Instructional Television; it is symptomatic of our time that present and future ("time and timelessness") are in constant interplay. Thus, the solution of the problems created by Instructional Television, lies not in a rejection of the problems, but in a serious dialogue about them. The first permanent norms have cristalized out of experiences gathered up to now: Instructional Television should not replace the teacher, but supplement his teaching; broadcast should not run outside of the curriculum, but should as far as possible, hold the door open to the world of here and now. Although the coordination of curriculum and Instructional Television is flexible, it will be made easier for the teacher constructing the curriculum, since he will have a program guide before him and the programs fill a variety of needs.
The theme, Instructional Television, divided into demand and suitability for the viewer, possesses on the whole no definite character, since extensive experience is still lacking. In first place is the area of current events (news reports), followed by Cultural and Socio-political affairs and Natural Science and German. Other subject areas are touched upon only sporadically.
A "typical Instructional Television style" is difficult to establish because of the many elements which have to be taken into account during production: maintenance of "live effect"; element of the dialogue; pictoral language must become word language in a suitable relation within the medium. This means that Instructional Television programs can neither dissolve into purely "optical stimulation" nor become a cut and dry "school-mastering". There must be a balance between the school and artistic elements; selection accor-

ding to the rule "quality not quantity". There are three possibilities of organizing a program to fit the general curriculum: as introduction, as integral part of a lesson or as the summary of the lesson.

Simmerding, Gertrud
Instructional Television in Development
in: Die Bayerische Schule 17, (1964) **26** , pg. 394

Inspite of local and foreign models the Bavarian Radio followed an independent path. The foundation of this experiment lay in the co-operation between producers and educators. Program design and production met the requests of both parties.
The penetration of television into the school lesson should avoid above all a threat to the teacher. The teachers freedom of decision should be protected through program schedules and program content previews. The program presentation will be designed so that the teacher has sufficient room for selection and preparation.
A program is produced together with experts from both sides - Television and School. Television experts, educators and the director of the Institute for Film and Pictures in Knowledge and Teaching, together with the director of the Instructional Television form a consultation gremium. Intention: Guarantee of relevant accuracy, as well as methodic-didactic suitability of the program contents.

Program Presentation:

1st transmission at 8:50
2nd transmission at 19:00 on the same day
3rd transmission at 11:35 two days later

Drescher, Reinhold
The Beginning of the Bavarian Instructional Television
in: Die Bayerische Schule 17, (1964) 26, pg. 393

In a descriptive comparison of film, radio and television, the author is interested mainly in the character of the television medium, that is, the instrumental charac ter for the actualization of school material. Television deserves an independent place in the realm of education. It facilitates a direct confrontation with the theme at hand and becomes through this animation, a didactic instrument in the hand of the teacher. Brief summary of the informational quality and pedagogic effects of transmitting media: Through the use of slides the material to be learned is visually transferred, thereby activating an additional dimension of the c hilds experiences with reality. The tranquillity of the static picture intensifies, through the arrested experience, the act of perception. The continuous picture of the silent film facilitates an optical repetition of concrete reality and thus, an expansion of the educational subject. The eloquent silence of the silent film creates a dialogue with the childs fantasy. The school film enlarges the silent film. Sound enlarges the area of information and the area of emotions. The school radio is geared toward hearing and leaves all to the imagination.

The Bavarian Radio is a first realization of an Instructional Television in Germany. Didactics and methodology are still in an experimental stage and by no means fixed. Speculation and empiricism are guide words for this new field.

Prosko, Hans
The Results of an Instructional Television Experiment of the Norddeutscher Rundfunk
in: Die Bayerische Schule, 16 (1963) 27, page 447-49

The article supplemented with data, contains the results of the first two German Instructional Television experiments carried out by the Norddeutscher Rundfunk (north German Radio) in 1961-1962, as well as conclusions drawn from these results. To satisfy the "real requirements" of teaching, thorough experiments have to be undertaken in order to determine the form and content of a valuable Instructional Television. Foreign experiences are not necessarily useful for German conditions. The author also summarizes the results of the report presented by Heribert Heinrichs. All school categories were represented in this experiment. Teachers and pupils cooperated actively showing that through a correct use of television the prejudice that television "smothers childish fantasy and intellectual activity" is unfounded. The majority of teachers (93% from 1866 classes), above all the rural teachers, expect a substantial gain and aid from television. Their programme requests were gathered through a questionnaire. The results are as follows: 1st choice , news reel of the week for the school, 2. Natural Science, 3. Geography, 4. Political Education, 5. Television drama, 10. Music, 11. Poetry reading, 12. A visit to industry (inside view of a factory), 13. Sport, 14. Home Economics, 15. Handicrafts, 16.Foreign Languages, 17. From the working and professional world. Those teachers taking part in the experiments requested "permanent and secure pedagogical advisorship" through the cooperation of educators, who through their own experience know the wishes of the faculty.

In conclusion the position of the Instructional Television in the following countries is briefly summarized: Belgium, Denmark, France, Britain,Holland, Austria, Poland, USSR, Sweden, Switzerland.

Ebert, Wilhelm
Instructional Television in Sight ?
in: Die Bayerische Schule 14 (1961) 31, page 507-509

The introduction of Instructional Television is a socio-pedagogical necessity. The ever-growing pedagogic demands on quality and quantity necessitate the use of all available educational facilities. Technical development and pedagogic objectives are for the author rhetorical questions. He makes the following points:

1. Preparation and planning in the School and Television. Guided extension courses should be offered in the new methods. Use should be made of radio experiences. Exchange experiences with other Corporations at home and abroad. One should be willing to experiment.
2. Call upon state initiative and support as well as participation of industry in planning and support of Instructional Television and television sets for the schools.

3. Encouragement for a Bavarian Educational Programme and acquisition of a transmitter for educational purposes, coordinating the Bavarian Radio, Bavarian teachers and schools. Teachers should be able to have a voice in programme and production formation, without infringing on the rights of the Bavarian Radio.

The author reorganized the common tripart division of Educational Television (General, Educational and Instructional Television). With its role in the school, television stands next to the Instructional Radio, whose specific pedagogic character will secure its position also in the future. Various prerequisites for Instructional Television:Adaptation of the programme and programme form to the curriculum, subject and age differentiation of programme content, a special form of transmission and follow-up work. The author conceives of a demanding programme series presenting materials of thematic value without loss in substance. He takes a rather idealistic view of Instructional Television (artificial uniform teaching situation).

Educational Television can be divided as follows:

1. Instruc tional Television
   a. Instructional Television in the school
   b. Instructional Television for the school
   c. Instructional Television as school

2. Educational Television for adults
   a. enrichment
   b. adult education in the form of television courses

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